

Determining Importance	TIME for Kids: “A Visit to Mexico”
Objectives:	<p>We want students to:</p> <ul style="list-style-type: none"> • stop and think about new information they learn from their reading. • put information in their own words and shape their learning into a new thought • react, respond, and merge their thinking with the information to better remember it.
Materials Needed:	<p>TIME for Kids “A Visit to Mexico” poster A variety of nonfiction magazines and books Steps for Paraphrasing Anchor Chart Paraphrasing Anchor Chart Clipboard Post-its Student copy of “A Visit to Mexico” (Source Book of Short Text, pgs. 17-19)</p>

Time	Activity
15 min.	<p>Opening of the Day and Independent Reading - As students enter, they will begin with 10 minutes of independent reading time. Opening - students sitting in a circle up close. Use this time to review the schedule for the day and build engagement and motivation.</p>
20 min (total)	<p>Read Aloud/Shared Reading (whole group) (explicit instruction) - This is where teachers connect and engage students' interest and activate and build their background knowledge, finding out what they know. Teachers use this time to think aloud, modeling and demonstrating the "inside" story of reading mentor texts. Students enter in by turning and talking and "holding" their thinking on sticky notes.</p> <p>Connect & Engage: [Hold up the “A Visit to Mexico” poster unfolded to show many images of the country.] <i>Look at the pictures on this poster. It’s all about Mexico. As we look at the pictures, let’s remember that one of the best ways to learn new information is to look carefully, stop for a moment, and think about it. You have been doing some great thinking as you read. You have noticed new learning, activated your background knowledge, and asked thoughtful questions. All these strategies help us better understand the information we’re viewing, listening to, and reading. Today we are going to think about new information and put it into our own words so we really understand it.</i></p> <p><i>So, let’s “read” the photographs up here on the poster. We’ll stop to think and look carefully at them. When we view photographs carefully, we are using our minds to think about the information, just like when we are reading. Take a minute and stop and think about what you see. Then turn and talk about what</i></p>

you observe or have learned from these pictures. [allow time for students to share with a partner.]

Notice that you are using thinking strategies to gain accurate information from these photographs. You looked carefully at the photographs and learned some facts from them. You activated your background knowledge and made connections to the information in the pictures. [Share aloud some of the students' conversations, emphasizing any strategies utilized.] *Some of you may have noticed visual features, like this map. The title of this two-page spread is "Our Neighbor." Mexico is right next to the United States. Let's read and see what else we can learn.* [Teacher reads the part under the title.]

Our Neighbor: "Mexico is our neighbor. It is the sunny country south of the United States. Mexico is famous for its music, art, food, native people, and more!" We learned that Mexico is a country with a rich culture- music, art, food, and interesting people.

Model:

Let me start by reading the caption that goes with the photograph of the kids who are sitting on top of some old ruins. [Teacher reads caption aloud.]

"Mexico has pyramids. They were made by people who lived there thousands of years ago."

These are pyramids that were built a long time ago. I'm going to paraphrase the information I read here. When I paraphrase, I read the information, stop to think about it, and say what I learned in my own words. We are much more likely to understand what we read when we put the information into our own words.

I've written the steps I will use to paraphrase on this Anchor Chart. [Teacher points to the chart as she reads the steps.]

Steps for Paraphrasing Information

Read the information, stop, and think about it.

Say the information in my own words but don't say too much.

React and respond to the information, merging my thinking with it.

I'll write the information from the poster in the left column. Now I'm going to think about the information in order to put it in my own words and I won't say too much. I'll say, "Mexico pyramids were built by people who lived a very long time ago." Notice that I didn't tell too much, did I? Now I'm going to look at the photograph that goes with the caption. I have a response. I see the modern kids sitting high up on the pyramids, and I'm amazed that pyramids that are so old are still there! I'll say, "I'm amazed such old pyramids have lasted so long!" I merged some of my thinking with what I noticed in the picture. I'll write this on our Anchor Chart, too.

Notice I wrote the words from the text in the left-hand column, and my own words in the right-hand column. Let's see if I followed the steps we talked about. I read and then stopped to think about the information. I put the information I got from the caption and the photograph in my own words. Then I merged my thinking with the information; I added some of my own thinking.

Guide:

[Hand out Post-its and pencils.] *OK, now it's your turn. Let's see if we can read and think about another caption and photograph, and then put the information in our own words.* [Hold up the photograph of the woman dancing.] *Let's check this out.* [Read the caption.]

Mexico has colorful festivals and holidays. People dress up, dance, and sing for Cinco de Mayo.

The caption mentions Cinco de Mayo. That's Spanish for May 5. On that day, there are lots of celebrations. People celebrate the day when Mexico won an important battle over the French. It's become a popular holiday in the United States, too.

Now I'd like you to turn and talk with a partner to put this information in your own words and add your own thinking to it. Let's look back at our chart of steps to help you remember what to do. Stop and think about the information, put what's important into your own words, and then merge your thinking with it. We'll share out during Small Group [Kids turn and talk. Teacher will listen in and write down kids' thinking, capturing their words. Teacher can also encourage them to write and/or draw their thinking on Post-its themselves.]

(20 min.
/group)
60 min total.

Fluency Often students move into pairs (fluency partners) or small groups to deepen and apply their learning.

Independent Reading Students will engage in independent reading, making connections to the text, jotting down interesting words and adding to their journal.

Small Group Instruction – mini-lesson

Small Group Instruction:

[Get Anchor Chart out from earlier.] *Take a look at our Anchor Chart. I've written ten words from the poster in the left-hand column. [The 10 words are: made by people who lived there thousands of years ago] As you share, I will write the information you paraphrase in the right-hand column.* [Ask a student to begin sharing. Suggested Comments: "You paraphrased the information about dancing on Cinco de Mayo, and then you added your thinking- that games and food are part of the celebration. I'll jot that down." "Tell us more about that." "That's an important connection you've made." "Your experience with this day helps you understand another important celebration in Mexico." [Continue writing what students have to say on the chart.]

*I am handing out bookmarks to each of you. I want you to write the words: **Paraphrase** on the bookmark. This week as you read your take home books I want you to think about what you learned and paraphrase part of your take home book to someone at home.*

You've done a great job of viewing, listening, thinking, and putting the information in your own words. Now you are going to try this on your own. [Hand out Post-its, pencils,

	<p>and copies of the student version of “A Visit to Mexico.”] <i>You are welcome to use “A Visit to Mexico,” or you can choose a book you would like to read from the book baskets on the tables. When you come to some important information or a picture that teaches you some information, remember to stop and think about the information, put it in your own words, don’t say too much, and add your response or reaction if you like. You can work by yourself or with a partner. I will confer with you as you read.</i> [Confer with students and ask them to read what they’ve written. Comment on how they’ve put what they’ve learned into their own words.]</p>
15 min.	Recess/Snack Break
(15 min /group) 30 min total	<p>Group 1: Take Home Selection (split groups - 15 minutes each) Two members of the team will assist students in the selection of ‘just right’ books to take home for the week</p> <p>Group 2: Modeled/Shared/Interactive Writing (Connected to Morning Read Aloud Book) -Teachers will use this time to teach a very short mini-lesson, which students will often apply in responding to their reading.</p> <p><i>Today I’m going to do a writing talk aloud about my thinking as I put the information from the posters into my own words. One of the sentences I heard someone say during our Small Group time was, “In Mexico, they celebrate Cinco de Mayo with dancing, games, and food.” Can you all repeat the sentence aloud for me? Let’s write it on our chart. Where should we begin to write? [Have a student point to the place to start.] What is the first word? Yes, it’s “In.” I know good writers need to begin a sentence with a capital letter. The next word is Mexico. Do you think Mexico should start with a capital letter? Usually the second word in a sentence doesn’t start with a capital, but Mexico does. Why do you think that? I am going to put a comma after the word, Mexico. Can someone tell me why I would put a comma after Mexico? Yes, I pause after I read that word, and commas are used when there is a pause in our speaking. Who knows how to spell the next word....they? They is a sight word that we have learned this year. Can someone come up to the chart and write “they” for us? The next word is “celebrate.” How many syllables do you hear in “celebrate?” Clap out the syllables as students say them aloud. Yes, there are three syllables that we hear in the word, “celebrate.” Have you noticed that I’ve been capitalizing the words, “Cinco de Mayo” on our chart? We always capitalize the names of holidays. The next word is with. What two letters make up the sound “th?” [When writing the next few words, emphasize that there are commas between the words because they are in a list.] Read the entire sentence aloud.</i></p> <p><i>Today for your writing, I want you to think back to the information about Mexico that you put in your own words. Share one of the statements that you created with a partner. Now you are going to write a sentence or two about the statement that you created. Remember to think about using capital letters for names of</i></p>

	<i>holidays and commas to separate words in a list.</i> [Teacher coaches individual students while they are writing.]
5-10 min	Sharing/Closing - Use this time to reflect on the day. This is a good time to suggest ways students can share their learning at home, to read a short poem or interesting text, hear student book talks and to share their own literacy by talking about what they are planning to read at home.

